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ABSTRACT

Germanna Community College (Virginia) instituted a program involving computer-based career aptitude testing of nontraditional adult learners enrolled in community colleges. The APTICOM computerized aptitude testing apparatus (purchased from the Vocational Research Institute) was selected for the program. A publicity campaign was organized to disseminate information about the testing service to minority students, and inservice training workshops were offered to train counselors and teachers in using the APTICOM system. Beginning in the fall quarter 1986, APTICOM was incorporated into the daily offerings of services to all persons indicating career goal-setting concerns. APTICOM is slated for inclusion in the orientation course for all first-time degree-seeking students beginning in the winter quarter of 1987. Because it has been promoted as an unbiased career assessment tool, APTICOM is being used to generate sexually objective career decisions for students to use in their own career decision making. Germanna is also implementing activities to disseminate information about the availability of the aptitude testing service to the business/industry sector and to area high schools. (Appendixes include copies of the brochures and announcements developed to publicize APTICOM, faculty and student surveys about the test's perceived effectiveness, and a project budget summary.) (MN)

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VA 8799010

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# FINAL REPORT

## Using Aptitude Testing to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner

Vocational Guidance and Counseling Project

Conducted Under
Carl D. Perkins Vocational Education Act
Public Law 98-524, Title II
Project Number: VA-87-PI-113-GC-002A

James Grigsby
Sarah Somerville

Germanna Community College

Locust Grove, Virginia 22508

July 24, 1987

CE048503

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## I. ABSTRACT

A. **TITLE OF PROJECT:** Using Aptitude Testing to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner

B. **TIME PERIOD:** August 1, 1987 to May 29, 1987

C. **OBJECTIVES OF THE PROJECT:**

1. To provide career aptitude assessment for the non-traditional and adult learner.

2. To plan and implement activities to disseminate information about the career aptitude testing service to minority students.

3. To plan and implement in-service training for all faculty in the use of APTICOM.

4. To plan and implement in-service training for all counseling personnel in the use of APTICOM.

5. To incorporate activities using APTICOM to expand existing career assessment and job values clarification programs for all students (both vocational/occupational and transfer bound).

6. To provide job aptitude information that assists in eliminating sex bias in career goal setting.

7. To plan and implement activities that disseminate information about the availability of Germanna Community College's aptitude testing service to the business/industry sector as it interacts with the community college.

8. To plan and implement activities that disseminate information about the availability of Germanna's career aptitude testing service to area high schools.

D. **PROCEDURES FOLLOWED:**

1. APTICOM was ordered, the Student Services staff was trained, and the faculty and staff were introduced to the equipment.

2. APTICOM was advertised, presented to business, high schools, and special groups, offered to students, and data was collected. Information was sent to area high schools.

3. The data was evaluated, the results tallied, and the final report prepared.

E. **RESULTS:** APTICOM provided a new dimension to the career counseling and advising services available to students at the college. Aptitude testing has not been available to students previously to the purchase and inclusion of APTICOM to the Office of Student Services. Students and community members benefited by experiencing an aptitude inventory to use in making career decisions.

F. **EVALUATION:** Use of APTICOM has been selective due to the intensity of its impact on the student. Overall, the use of the aptitude test has been constructive and beneficial.

G. **CONCLUSIONS:** APTICOM was used with extreme caution and care due to the intensity of impact potentially made on the student. It became quickly apparent that APTICOM was not appropriate for all students. For those students with no set career goals, APTICOM served a valuable service in providing insight to strengths possessed by that individual.

## II. BODY OF THE REPORT

### A. PROJECT NAME

Using Aptitude Testing to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner

### B. PROBLEM AREA

Germanna's student population is largely the non-traditional adult learner, with an average age which has shifted from twenty-eight years old to thirty years old. This student population has unique needs as the adult returns to college from the work force, or as a returning homemaker enters the paid work force. This project was undertaken to assist these students with aptitude information for making career decisions. APTICOM is based on the GATB, the General Aptitude Test Battery, used by the Department of Labor for many years. APTICOM is portable and provides ease of administration that the GATB does not, due to its self-scoring and self-timing mechanism, and shortened test components.

### C. GOALS AND OBJECTIVES

**Objective 1:** To provide career aptitude assessment for the non-traditional and adult learner.

**Procedure:** APTICOM, a computerized aptitude testing apparatus, was purchased from the Vocational Research Institute with the funds received from the grant. APTICOM is a portable and easily administered aptitude test which was derived from the GATB, the General Aptitude Test Battery, used for many years by the Department of Labor.

**Objective 2:** To plan and implement activities to disseminate information about career aptitude assessment to minority students.

**Procedure:** A letter of announcement and invitation was sent to all major minority organizations in the service region, informing this audience of the availability of the free career assessment services including the new additional service of APTICOM (See Appendix D). The workshop planned for the Black Studies Association was not completed due to scheduling conflicts. A second attempt will be made at the beginning of the 1987-88 academic year to complete this objective when the BSA begins its activities for the new year.

**Objective 3:** To plan and implement in-service training for all faculty in the use of APTICOM.

**Procedure:** Three approaches were taken to meet this

objective. First, a brochure was distributed to the faculty and staff college-wide in order to announce the arrival of APTICOM and to invite anyone to come in to the Office of Student Services on an individual basis to have an introduction to APTICOM (See Appendix E). Secondly, announcement was made in a college-wide faculty meeting to add to the initial information given in the memorandum (See Appendix A). Thirdly, an open house was planned and held for faculty to get "hands-on" experience with the equipment (See Appendix B). During the open house the project directors informally surveyed the faculty about their impressions of APTICOM. Comments were positive and reflected an openness to refer students to the counseling center for use of the equipment.

**Objective 4:** To plan and implement in-service training for all counseling personnel in the use of APTICOM.

**Procedure:** In order to integrate this new dimension into the existing services, in-service training for the counseling staff was imperative. After the apparatus was received on campus in late December 1986, a workshop was scheduled and conducted for the Student Services counseling staff. Mr. Christopher Smith, of Paul D. Camp Community College was asked to come on campus to serve as instructor during the workshop. Mr. Smith had received the APTICOM testing apparatus through a previous grant, and his experience with

the equipment and his counseling perspective provided excellent training for the three counselors at Germanna Community College. After Mr. Smith conducted the all-day workshop, each counselor took a turn in administering the aptitude test, and taking the test to learn about the student perspective.

**Objective 5:** To incorporate activities using APTICOM to expand existing career assessment and job values clarification programs for all students (both technical and transfer bound).

**Procedure:** APTICOM was included in the orientation course for all first time degree seeking students, beginning in the Winter Quarter 1987. Originally it was planned to include APTICOM in the Fall 1986 orientation as well, but the apparatus had not arrived at the time orientation was run. APTICOM was described and explained to the Fall orientation group in anticipation of its arrival in December 1986. Students in Fall orientation were encouraged to check with Student Services after Christmas break for appointments to use APTICOM at a later time. APTICOM was incorporated in the daily offerings of services to all persons indicating career goal setting concerns. At such time, the individual was given a brief description of the aptitude test and how it might be beneficial to that person in making a career choice. The individual was given the choice to take the test if

he/she so desired.

**Objective 6:** To provide job aptitude information that assists in eliminating sex bias in career goal setting.

**Procedure:** APTICOM is promoted as an unbiased career aptitude assessment tool that has been derived from the GATB used by the U.S. Labor Department. APTICOM was used to generate sexually objective career decisions for students using the test in career decision making.

**Objective 7:** To plan and implement activities that disseminate information about the availability of aptitude testing service to the business/industry sector as it interacts with the community college.

**Procedure:** Two activities were done to address this objective. First, the annual Career Fair was held on May 7, 1987. At this time, employer participants were introduced to the APTICOM aptitude testing services through a brochure that had been developed for the grant requirements (See Appendix C). Employers were invited to visit Student Services where APTICOM is housed. Employers were advised as to how APTICOM may be beneficial to their employees needing professional development. Secondly, a brochure was mailed out to all state/area employers that interact with the college for whatever reason (See Appendices D and E). A mailing list of

over 400 names is maintained and continually updated with new organizations. This mailing list was used to distribute the brochure to the maximum number of business/industry organizations accessible to the Office of Student Services.

**Objective 8:** To plan and implement activities that disseminate information about the availability of Germanna's career aptitude testing service to area high schools.

**Procedure:** The brochure published for the purpose of announcing and promoting APTICOM was mailed out to all counselors and high school administrative staff of the eleven high schools in our service region (See Appendix E). As well, the brochures were taken on the recruiting visits to each high school to distribute to high school students indicating career goal setting concerns. Counselors were invited to come out to the college to see the APTICOM apparatus, and to refer any students they felt may benefit from the free testing service. Counselors were also advised that APTICOM is portable and is available to be brought to the high school for administration to specific students if the need was indicated. As a result of the news release (See Appendix F) about the arrival of APTICOM at Germanna, the Orange County Vocational Rehabilitative Services referred a few clients in need of vocational guidance to the college to take the APTICOM exercises.

Another activity directed toward distributing information to area high school students about APTICOM was conducted during the Spring FBLA Conference in March 1987. Over 300 high school students from all over the northern and eastern regions of the State of Virginia attended the Spring FBLA Conference. During this event, the project directors displayed the APTICOM equipment in a central location and answered questions of interested students or faculty advisors. Each student and advisor received an APTICOM brochure in their FBLA Conference packet (See Appendix G).

## D. DESCRIPTION

This grant project was initiated for the purpose of providing a new and needed dimension to the career assessment program currently offered at Germanna Community College. The student population largely consists of the non-traditional and adult learner who is either returning to the academic setting after several years in the paid work force, or entering the paid work force for the first time after working full time at home with a family. The average age of the student enrolled at Germanna has shifted from twenty-eight years to thirty years of age just in the last two years. These students have unique needs for career education and guidance which are not necessarily addressed in the traditional educational four-year institution structure. Thus the onus falls even more heavily on the community college to provide information and

guidance to this population. The intent of this grant was to include an aptitude test that was affordable, easily administered, valid and reliable to assist these students in making well thought out career decisions as they enter curricula and begin on new or different career paths.

Germanna Community College is in a rural area, located centrally among diverse demographic communities. The majority of its students are drawn from the eastern sector, the growing suburban community in the Washington-Richmond corridor of Fredericksburg, Stafford, North Stafford. As of the Fall 1986 quarter, the full time enrollment was 403 students, and enrollment of part time students was 1806. The student body breaks into 62 percent women, and 38 percent men. There were 32 full time faculty and three counselors.

## E. RESULTS AND ACCOMPLISHMENTS

The addition of APTICOM computerized system for aptitude testing and career decision making has added a much needed dimension for the counseling services at Germanna Community College. It has expanded the variety of ways through which the counseling staff can assist the non-traditional student and community members with career decisions. The in-service training of this new assessment tool has added to the development of the competencies of the counseling staff who administer it. It is strongly felt that in the years to come

APTICOM will become even more integral to the career assessment services, as a wider range of opportunities are found for the use of the aptitude test. Currently, a small core of faculty have become involved with the use of this system in referring students to the counseling staff for assessment. As the faculty become more comfortable and knowledgeable of the APTICOM services, it will bring in more student traffic wishing to include this type of information in making curriculum choices and career decisions.

Because APTICOM was not received on-campus until immediately before the Christmas break in December, in-service training and the advertisement of the available service was significantly delayed. By the time the service was fully up and running, approximately half of the grant period had lapsed. Thus the volume of student participation was not what was anticipated and desired for grant reporting purposes. As has been seen in the past with the addition of previous computerized career assessment tools, it is thought that the volume of student use of APTICOM will increase rapidly in the coming academic year.

## F. EVALUATION

As indicated in the Results section, the apparatus was not actually received on campus until immediately before Christmas break. In-service training and promotion of

APTICOM could not occur until after the Christmas break in January. Thus, actual operation time for the grant was significantly curtailed. As well, it became quickly apparent that the administration and interpretation of the aptitude battery was an intense experience for both student and administrator.

Great caution was taken to screen students for administration of APTICOM so as to ascertain the potential benefit that the student might draw from such an indepth activity. The grave impact that the results seem to be making on the first few participants confirmed the value of having an aptitude assessment, but also created a sobering attitude on the part of the project directors to carefully weigh the student's need and readiness for APTICOM. It was found that students who had even the vaguest idea of a career goal were not good candidates for APTICOM. Rather than providing confirmation of an identified goal, or giving a more realistic alternative, APTICOM seemed to be perceived by students as limiting. Significant counseling was required to assist these first few students in gaining constructive insight to the aptitude testing results.

The use of APTICOM was to be included in the orientation of all entering students in GENL 100. After seeing the impact APTICOM had on the first few participants, it was necessary to rethink the approach to take in including APTICOM in GENL

100. The approach for the Fall orientation was simple to handle, as APTICOM was included in the program only through verbal presentation on the services in anticipation of the equipment's arrival on campus. For Fall 1986, 205 students enrolled for three sections of orientation. Each student received the brochure describing APTICOM.

The Winter and Spring orientations were done on an individualized-study format, in which students enrolled in the course had several items on an assignment list to accomplish in order to meet the requirements for the course. One item on the list was APTICOM. Students met the requirement by having a personalized introduction to APTICOM to learn what information it could provide in making a career decision or in choosing a college curriculum. However, the student was given an option as to whether or not he/she wanted to actually take the 90 minute test battery. In this way students were given a good opportunity to learn about APTICOM, and only those who felt the need to use this tool would have to undergo this intense activity. There was a great reluctance on the part of most students to actually take the APTICOM test battery. A total of sixty-six students were enrolled in orientation for Winter and Spring quarters.

It is anticipated that in the coming academic year, there will be a stronger interest in using APTICOM from those enrolled in GENL 100 since the equipment is in place and the

staff are trained in its administration. The fall sections of orientation have commonly been our largest, so more students will be exposed to the available service.

As planned in the grant proposal, a follow up survey was done on the student participants, and a follow up survey was done on the faculty at the college (See Appendices H and I). The results of both surveys was negligible, due to the poor return of the surveys. Demographic data was collected on the participants, and a comparison was made of the aptitude test results and the curricula eventually entered into by those individuals.

Ages of the participants ranged from 17 to 45 years old. A breakdown of ages reflected 6 participants, or 31 percent, fell in the category of 24 years old or younger. A total of 3 participants, or 16 percent of the group, fell in the category of 25 years to 31 years old. Ten participants, or 53 percent of the APTICOM test group, fell in the range of 32 years of age or older. The average age of the APTICOM user was 30.6 years old and is reflective of the average student age at Germanna, which is also 30 years of age. This data clearly shows that the adult learner made up over half of the group seeking assistance in career decision making through the aptitude testing service.

The breakdown according to race showed that 17 users of

APTICOM, or 89 percent, were Caucasian. Two users, or 11 percent of the users, were Black. The number of racial minority users was disappointing and was fewer than anticipated at the commencement of the grant. This was due to the fact that the workshop intended to be sponsored for the minority students through cooperation with the Black Studies Association did not come to fruition. It is planned to complete this objective of the grant in the coming academic year under the continued belief in the benefit it potentially will provide the minority students population, even though the grant reporting period will have lapsed.

Data collected on the gender of APTICOM participants showed that 53 percent, or 10 users, were female. Nine users, or 47 percent of APTICOM participants, were male. This is somewhat reflective of the percentage breakdown of the overall student body when looking at gender. As noted earlier, the student body percentage that is female is 62 percent, and the male gender makes up 38 percent of the student body population.

A comparison was made between the APTICOM results and the curriculum which each student participant eventually declared. Of the nineteen participants, 16 confirmed through APTICOM an appropriate curriculum which they either began to pursue or were all ready pursuing. Of all participants, 3 resulted in a conflict between APTICOM results and the curriculum declared. Of all participants, 6 were not

enrolled in the college and are not pursuing education at the current time.

## G. CONCLUSION

The purchase of APTICOM through this grant award has added significantly to the available career assessment and vocational education resources for Germanna Community College. Prior to the purchase of APTICOM Germanna had no existing tool for providing aptitude testing for interested individuals. There was an evident need for such an assessment measure, given the many requests for an aptitude test by the college faculty, students, as well as many community members.

APTICOM was the ideal answer to this need for aptitude testing. APTICOM is portable which will allow the counseling staff to expand its use at other locations, and community agencies. APTICOM has a computerized mechanism which automatically times and scores each test component. APTICOM only takes 90 minutes to administer, a much shorter time than most aptitude test batteries require.

The counseling staff has concluded that APTICOM is a valuable resource for assisting students with specific career assessment concerns. Not all students need aptitude testing, but for those who do need this information, APTICOM is an

excellent tool. The project directors strongly recommend the continued and expanded use of APTICOM.

## III. APPENDICES

A. Faculty Meeting Agenda

B. Open House Invitation

C. Career Fair Insert

D. Minority Announcement Letter

E. General Brochure for APTICOM

F. News Release

G. FBLA Conference Brochure

H. Faculty Survey

I. Student Survey

APPENDIX A

**GERMANNA COMMUNITY COLLEGE**

**FACULTY MEETING**

**March 19, 1987**
**3:15 p.m., Room 156**

| | | |
|---|---|---|
| I. | Germanna Family Information | Dr. Sasser |
| II. | General Announcements | Dr. Sasser |
| III. | Student Withdrawals after 6th Week | Dr. Sasser |
| IV. | Academic and Student Services Committee Reports | |
| | A. Curriculum & Learning Resources<br>Topic: Supervised Independent Study | Mr. Frank/Ms. Leithiser |
| | B. Faculty & Support Staff | Dr. Makin |
| V. | Self-Study Report | Mr. Hodge |
| VI. | Anthropological and Archaeological Study/Tour of Mexico | Dr. Tate |
| VII. | Practical Nursing Program | Ms. Featherston |
| VIII. | 4MAT | Mr. Beckham |
| IX. | F.B.L.A. | Ms. Pearce |
| X. | APTICOM | Ms. Somerville |
| XI. | New Business | Faculty |

# IS IT TIME TO MAKE A DECISION?

YOU ARE INVITED

TO AN INTRODUCTION

AND REFRESHMENTS

March 20, 1987
1:00 - 2:00 p.m.
Student Services Office



# FOR CAREER DECISIONS

# APTICOM

# MAY BE THE ANSWER.

APPENDIX C

Welcome to Career Fair 1987! Enclosed in your packet of information you will find the following items:

1. AGENDA. The final agenda for the day includes times and locations for refreshments and the luncheon.

2. PARTICIPANT LIST. I have tried to make a comprehensive list of all who are attending today. Please forgive me if I have made any omissions or misspellings!

3. MAP. I hope it helps you find your way. The map is located on the back of the agenda.

** 4. JOB VACANCY BULLETIN. This is a new service I have begun just in April. It is my effort to begin advertising the local vacancies, due to the immediacy of their need to fill openings on quick notice. I elicit your feedback on this. I intend to expand it to add State and Federal positions as well. . . so please don't feel excluded if you are one of these employers. I decided to do a trial run of the Bulletin with jobs with short notice deadlines. You will be added, if the Bulletin is to be continued.

5. APTICOM BROCHURE. I have been at it again. . . . Mr. Jim Grigsby and I co-authored and received the funding for another grant this year. Last year I introduced Career Fair Employers to SIGI PLUS from last year's grant. This year we want to introduce APTICOM, an aptitude test now available to students and community members, free of charge. Check it out!

6. EVALUATION. This is so important to me. I don't get to speak to each of you in the length and depth I would desire, so I need your honest feedback through the evaluation form. THANKS!

** I have attached our Job Vacancy Form for you to fill out in the event that you do have a current opening that you would like us to post for you. If you do, please fill it out and it will be typed and posted for you.

HAVE A GREAT VISIT WITH US AT GERMANNA !!!

June 24, 1987

Dear Friend,

This letter is to announce a new service that is available to the community through the Career Development Service of Germanna Community College. APTICOM is a computerized aptitude testing instrument that can help a person make a decision on choosing a career path, and preparing for that career with the appropriate education.

This service has become available for the first time this year as a result of the receipt of a grant from the Department of Education. There is no cost involved for anyone who wishes to take advantage of the information provided through this exercise.

Let Germanna help you and those you work with in making important career decisions. If this service could be of benefit to you, please call the Office of Student Services for an appointment with a counselor.

If Germanna Community College can provide any educational services to you, please feel free to let us know how we may help you. A counselor may be reached by calling 703-899-4009, or 703-399-1333. Thank you for your time.

Best Wishes,

Sarah W. Somerville

Sarah W. Somerville
Counselor

Enclosure

For
More Information

Call
Student Services
899-4009
or
399-1333



27

TO

GERMANNA COMMUNITY COLLEGE
Route 3 P.O. Box 339
LOCUST GROVE, VIRGINIA 22508

RETURN POSTAGE GUARANTEED

Choosing
the RIGHT Career
Can Be A



BIG
HEADACHE !

APPENDIX E

28

# APTICOM
## can help!

**APTICOM** is an understandable and non-threatening aptitude test which has been developed by the Vocational Research Institute. **APTICOM** is a tool used to assess an individual's aptitudes, job preferences, and fundamental skill levels in mathematics and language.

**APTICOM** is a portable microcomputer that easily fits on the top of a desk. This "user friendly" aptitude and interest test is automatically timed and takes less than 90 minutes to do. You can also receive a handy and readable printout of an interpretative report.

**APTICOM** includes three components: the Aptitude Test Battery, the Occupational Interest Inventory, and the Educational Skills Development scale. These tests have been drawn from the U.S. Department of Labor's GATB and the USES Interest Inventory. The Dictionary of Occupational Titles' General Education Development Scales were also used.

**APTICOM** has been used to place the right person in the right training program, to help students choose the right curriculum, to assist displaced homemakers or unemployed determine new career goals.

### APTITUDE TEST BATTERY

This test component analyzes your responses and generates raw and converted scores showing you any occupational aptitude patterns. These patterns can be matched up with Work Groups for you to identify where your aptitudes may fit in the working world.

### OCCUPATIONAL INTEREST INVENTORY

This test component generates a profile reflecting your interests in various vocational areas. The information is organized according to the twelve Department of Labor occuaptional interest categories.

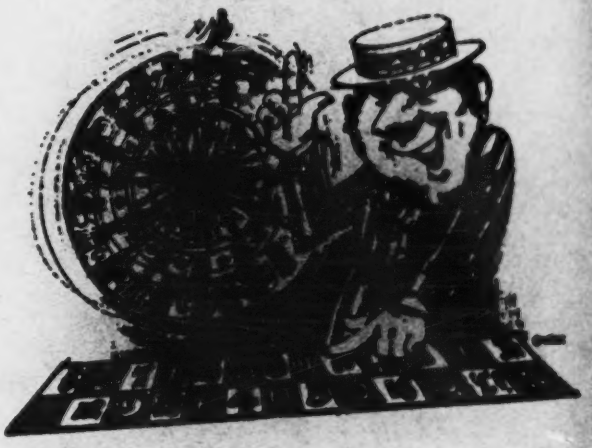
### EDUCATIONAL SKILLS DEVELOPMENT

This test component ties your math and language skills development to the corresponding job and work related skills. You can get a better understanding of how your abilities measure up to competencies required for different job areas.

The **Career Development Service** of **Germanna Community College** offers several resources to the person making career decisions. The mission of the Office of Student Services is to provide support and assistance to the surrounding community in its educational and career needs. Other valuable career exercises available are SIGI PLUS and VIRGINIA VIEW. Trained counselors are on staff to help you. All services are free of charge.

Let Germanna Community College help you with your career decision making, because. . . .

**Choosing**
**the RIGHT Career**
**shouldn't**
**be left to CHANCE!**



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APPENDIX F

# Computerized aptitude test available here thanks to Germanna

By Sherry Maxwell
STAR-EXPONENT STAFF

CULPEPER. - Germanna Community College received a computerized aptitude test on campus last week as the result of a $7,000 matching vocational education grant from the state department of education that will soon be available to the area.

Apticom, a desk-top portable micro-computer, is made of three components.

The first component is an aptitude test which looks at skills and abilities and is based on the aptitude test used by the United States Department of Labor for several years.

The second component of the test is an occupational interest inventory also based on a similar test used by the Labor Department.

"The occupational interest inventory basically looks at interests and values and generates a profile so that a user can make a listing of potential occupations," explained GCC counselor Sarah Somerville.

The final component of the test is an educational skills development scale that measures English and math skills to compare them with how those skills are needed in various occupations.

Scores are calulated and analyzed as the test is taken and the results are printed out in a form users can keep.

Apticom was developed by the Vocational Research Institute a few years ago.

Somerville said she was thrilled that GCC was able to secure the Apticom equipment.

"We've been looking for an aptitude test for so long," she explained. Students' interests and values do not necessarily match aptitudes, she said.

Somerville stressed that the Apticom test would be available to more than just students.

"We would like to extend an invitation to community to use it free of charge, to employers in the community, or to anyone who would like to use it, "she said.

Somerville already plans to offer

Please see TEST, page 3

## TEST

From page 1

use of the aptitude testing equipment to local school systems.

She is also willing to work on site and bring the computer to those who would like to use it.

It's going to take a while for GCC counseling staff to learn how to use the equipment before being able to administer it, or offer it to the community.

Those wishing to use the test will have to make an appointment because the test does require counselor assistance, Somerville said.

"I'm totally thrilled that we have the computer," she said. "It's something Germanna has looked for and needed for so long.

"We've finally found something that's affordable, effective and that we can make available to community. It's something I've been looking for for quite a while."

Come

by the display near the

Student Lounge

or

Call Student Services
for an appointment with a
counselor.

Call

Fredericksburg
899-4009

Culpeper
399-1333



# CURIOUS ABOUT YOUR FUTURE?

We don't have a crystal ball,

We have something more reliable...

APTICOM is a portable microcomputer that that easily fits on the top of a desk. This "user friendly" aptitude and interest test is automatically timed and takes about 90 minutes to take. You recieve a handy printout of an interpretative report. This exercise can help you make a decision on a career or college program.

# APTICOM

is an aptitude test that may be helpful.



You don't have to feel

out in the dark!

GERMANNA COMMUNITY COLLEGE

Student Services
APTICOM Faculty Questionaire

Please help us by responding to the following questionaire. Please return it to us by July 17, 1987 using the enclosed self-addressed envelope. Thank you for assisting us in this evaluation of APTICOM.

| | AGREE | | DISAGREE | | NO OPINION |
|---|---|---|---|---|---|
| 1. I have seen a demonstration of APTICOM. | 1 | 2 | 3 | 4 | [ ] |
| Comments: | | | | | |
| 2. APTICOM appears to be a useful career search tool | 1 | 2 | 3 | 4 | [ ] |
| Comments: | | | | | |
| 3. My students made favorabl comments about APTICOM. | 1 | 2 | 3 | 4 | [ ] |
| Comments: | | | | | |
| 4. Student results seemed appropriate to their abilities. | 1 | 2 | 3 | 4 | [ ] |
| Comments: | | | | | |
| 5. I have recommended APTICOM to my students. | 1 | 2 | 3 | 4 | [ ] |
| Comments: | | | | | |
| 6. The location of APTICOM was accessible and appropriate. | 1 | 2 | 3 | 4 | [ ] |
| Comments: | | | | | |
| 7. APTICOM has benefited my students. | 1 | 2 | 3 | 4 | [ ] |
| Comments: | | | | | |



BEST COPY AVAILABLE

APTICOM Student Questionaire

Please help us by indicating your opinion on the following statements which refer to your experience with APTICOM. When you have completed the survey, please return it to us by July 17, 1987 using the enclosed self-addressed envelope. Thank you for assisting us.

| | | AGREE | | DISAGREE | | NO OPINION |
|---|---|---|---|---|---|---|
| 1. | APTICOM was helpful.<br>Comments: | 1 | 2 | 3 | 4 | [ ] |
| 2. | APTICOM was not sexually slanted.<br>Comments: | 1 | 2 | 3 | 4 | [ ] |
| 3. | My career choice coincides with APTICOM results.<br>Comments: | 1 | 2 | 3 | 4 | [ ] |
| 4. | The results seemed appropriate to my abilities.<br>Comments: | 1 | 2 | 3 | 4 | [ ] |
| 5. | I have or would recommend APTICOM to others.<br>Comments: | 1 | 2 | 3 | 4 | [ ] |
| 6. | The location of APTICOM was accessible and appropriate.<br>Comments: | 1 | 2 | 3 | 4 | [ ] |
| 7. | I received all the assistance I needed.<br>Comments: | 1 | 2 | 3 | 4 | [ ] |

# IV. BUDGET

Form Q.F.012 6/85 (Sex Equity)
Submit: One (1) Original Signature and Three (3) Copies

VIRGINIA DEPARTMENT OF EDUCATION
VOCATIONAL AND ADULT EDUCATION

REQUISITION FOR REIMBURSEMENT
VOCATIONAL EDUCATION CONTRACT/GRANT

(See instructions on reverse side)

From 080186 to 052987
(Period covered by report)

Agency Name/Address GERMANNA COMMUNITY COLLEGE, P. O. Box 339, Locust Grove, Virginia 22508

Project Number VA-87-PI-113-GC-002 Project Title Improving Vocational Guidance and Counseling for Students with Special Needs-Using Aptitude Testing to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner

| Budget Classification | A. Total Direct Expenditures | B. Local Expenditures | C. Federal Funds Requested | D. Approved (State Use) |
|---|---|---|---|---|
| I. Salaries (attach form Q.F.012-A) | | 7000.00 | | |
| II. Contractual Services | | | | |
| III. Equipment & Supplies | 6315.56 | | 6315.56 | |
| IV. Travel | 166.43 | | 166.43 | |
| V. Other Related Expenses | | | | |
| VI. Indirect Costs | | | | |
| VII. TOTALS | 6481.99 | 7000.00 | 6481.99 | |

This is to certify that the amounts listed above have been paid as expenditures authorized for this project and that documents are attached to substantiate payments for which reimbursements are claimed. It is further certified that none of the above amounts are claimed as reimbursement from any other state and/or federal funds.

Project Director — Date: 5/15/87

Fiscal Officer — Date: 5-15-87

STATE USE ONLY

Reimbursement Approved $ _____ State Plan No. _____ Improvement Type
Funding: P.L.98-524 Project Code _____

Date _____ Dewey T. Oakley, Jr. — Acting Administrative Director of Vocational and Adult Education

Date _____ Elizabeth M. Hawa — Supervisor for Vocational Sex Equity

A-02-039 (REV. 7/86)
COMMONWEALTH OF VIRGINIA
EPARTMENT OF ACCOUNTS

# INTERAGENCY TRANSFER INVOICE

| SUPPLIED BY: CREDIT | | SUPPLIED TO: CHARGE | |
|---|---|---|---|
| AGENCY | CODE | AGENCY | CODE |
| GERMANNA COMMUNITY COLLEGE | 297 | STATE DEPARTMENT OF EDUCATION | |
| ADDRESS | | ADDRESS Vocational and Adult Education | |
| P. O. Box 339 Locust Grove, VA 22508 | | James Monroe Building 101 North 14th Street | |
| INVOICE NUMBER | DATE (MM/DD/YY) 051587 | SHIPPED TO Richmond, Virginia 23219 | |
| REQUISITION NUMBER | | AGENCY REFERENCE NO. | |

| DATE OF DELIVERY OR SERVICE | DESCRIPTION OF ARTICLES OR SERVICES | QUANTITY | UNIT | UNIT PRICE | AMOUNT |
|---|---|---|---|---|---|
| 1/8[illegible] - 5/29/87 | Requisition for reimbursement for the program "Improving Vocational Guidance and Counseling for Students with Special Needs (1986-1987) -- Using Aptitude Testing to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner" - Project Number VA-87-PI-113-GC-002 | | | | 6481.99 |

**NOTE:**

**SECTION 9 OF THE COMMONWEALTH OF VIRGINIA ACCOUNTING POLICIES AND PROCEDURES MANUAL LISTS TRANSACTION CODES AUTHORIZED FOR USE ON THIS DOCUMENT.**

I certify that this voucher is in agreement with the merchandise or service for which payment is being made; and further, that computations and coding on the voucher are correct and discounts taken are proper.

Initial _____

| VOUCHER NUMBER | DATE (MM/DD/YY) 051587 |
|---|---|
| TOTAL THIS SHEET | 6481 99 |
| TOTAL SHEET 2 | |
| TOTAL SHEET 3 | |
| TOTAL SHEET 4 | |
| AMOUNT CERTIFIED FOR PAYMENT | 6481 99 |

## TRANSFER DISTRIBUTION

| TRANS | AGENCY | GLA | FUND / DET | FFY | PROGRAM / SUB / ELE | OBJECT | REVENUE SOURCE | AMOUNT | PROJECT / TK / PH |
|---|---|---|---|---|---|---|---|---|---|
| 180 | 297 | | 03 00 | 87 | 106 10 | 2218 | | 6 315 56 | |

| COST CODE | FIPS | PSD | AGENCY REFERENCE | INVOICE DATE | INVOICE NUMBER | DUE DATE MM DD YY | REFERENCE DOC NUMBER / SX |
|---|---|---|---|---|---|---|---|
| | | | 010608 | | | | |

| DESCRIPTION | CURRENT DOCUMENT NUMBER / SX | SUBSIDIARY ACCOUNT | MULTI-PURPOSE |
|---|---|---|---|
| | | | |

| TRANS | AGENCY | GLA | FUND / DET | FFY | PROGRAM / SUB / ELE | OBJECT | REVENUE SOURCE | AMOUNT | PROJECT / TK / PH |
|---|---|---|---|---|---|---|---|---|---|
| 180 | 297 | | 03 00 | 87 | 105 30 | 1282 | | 29 40 | |

| COST CODE | FIPS | PSD | AGENCY REFERENCE | INVOICE DATE | INVOICE NUMBER | DUE DATE MM DD YY | REFERENCE DOC NUMBER / SX |
|---|---|---|---|---|---|---|---|
| | | | 010532 | | | | |

| DESCRIPTION | CURRENT DOCUMENT NUMBER / SX | SUBSIDIARY ACCOUNT | MULTI-PURPOSE | CHECK IF EXPENDITURE DISTRIBUTION CONTINUATION SHEETS ARE ATTACHED |
|---|---|---|---|---|
| | 40 | | | |

Commonwealth of Virginia

Form DA-02-038A (7-86)

# DISTRIBUTION CONTINUATION SHEET



AGENCY NAME GERMANNA COMMUNITY COLLEGE

VOUCHER _____ DATE _____ (MM DD YY)

| TRANS | AGENCY | GLA | FUND | DET | FFY | PROG | SUB | ELE | OBJECT | REVENUE SOURCE | AMOUNT | PROJECT | TK | PH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 180 | 297 | | 03 | 00 | 87 | 105 | 30 | | 1288 | | 34 12 | | | |

| COST CODE | FIPS | PSD | AGENCY REFERENCE | INVOICE DATE | INVOICE NUMBER | DUE DATE MM DD YY | REFERENCE DOC NUMBER | REFERENCE DOC SX |
|---|---|---|---|---|---|---|---|---|
| | | | 010532 | | | | | |

| DESCRIPTION | CURRENT DOCUMENT NUMBER | CURRENT DOCUMENT SX | SUBSIDIARY ACCOUNT | MULTI-PURPOSE |
|---|---|---|---|---|
| | | | | |

| TRANS | AGENCY | GLA | FUND | DET | FFY | PROG | SUB | ELE | OBJECT | REVENUE SOURCE | AMOUNT | PROJECT | TK | PH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 180 | 297 | | 03 | 00 | 87 | 105 | 30 | | 1285 | | 46 86 | | | |

| COST CODE | FIPS | PSD | AGENCY REFERENCE | INVOICE DATE | INVOICE NUMBER | DUE DATE MM DD YY | REFERENCE DOC NUMBER | REFERENCE DOC SX |
|---|---|---|---|---|---|---|---|---|
| | | | 010532 | | | | | |

| DESCRIPTION | CURRENT DOCUMENT NUMBER | CURRENT DOCUMENT SX | SUBSIDIARY ACCOUNT | MULTI-PURPOSE |
|---|---|---|---|---|
| | | | | |

| TRANS | AGENCY | GLA | FUND | DET | FFY | PROG | SUB | ELE | OBJECT | REVENUE SOURCE | AMOUNT | PROJECT | TK | PH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 180 | 297 | | 03 | 00 | 87 | 105 | 30 | | 1313 | | 56 05 | | | |

| COST CODE | FIPS | PSD | AGENCY REFERENCE | INVOICE DATE | INVOICE NUMBER | DUE DATE MM DD YY | REFERENCE DOC NUMBER | REFERENCE DOC SX |
|---|---|---|---|---|---|---|---|---|
| | | | 010532 | | | | | |

| DESCRIPTION | CURRENT DOCUMENT NUMBER | CURRENT DOCUMENT SX | SUBSIDIARY ACCOUNT | MULTI-PURPOSE |
|---|---|---|---|---|
| | | | | |

| TRANS | AGENCY | GLA | FUND | DET | FFY | PROG | SUB | ELE | OBJECT | REVENUE SOURCE | AMOUNT | PROJECT | TK | PH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | |

| COST CODE | FIPS | PSD | AGENCY REFERENCE | INVOICE DATE | INVOICE NUMBER | DUE DATE MM DD YY | REFERENCE DOC NUMBER | REFERENCE DOC SX |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

| DESCRIPTION | CURRENT DOCUMENT NUMBER | CURRENT DOCUMENT SX | SUBSIDIARY ACCOUNT | MULTI-PURPOSE |
|---|---|---|---|---|
| | | | | |

| TRANS | AGENCY | GLA | FUND | DET | FFY | PROG | SUB | ELE | OBJECT | REVENUE SOURCE | AMOUNT | PROJECT | TK | PH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | |

| COST CODE | FIPS | PSD | AGENCY REFERENCE | INVOICE DATE | INVOICE NUMBER | DUE DATE MM DD YY | REFERENCE DOC NUMBER | REFERENCE DOC SX |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

| DESCRIPTION | CURRENT DOCUMENT NUMBER | CURRENT DOCUMENT SX | SUBSIDIARY ACCOUNT | MULTI-PURPOSE | CHECK IF EXPENDITURE DISTRIBUTION CONTINUATION SHEETS ARE ATTACHED |
|---|---|---|---|---|---|
| | | | | | ☐ |

GERMANNA COMMUNITY COLLEGE

# LOCAL

## REQUEST FOR CHECK

DATE: April 3, 1987

PAY TO THE ORDER OF: McGregor Printing Corporation

ADDRESS: 1241 New Windsor Road

P.O. Box 229

Westminster, MD 21157-0229

AMOUNT REQUESTED: $56.05 DATE REQUIRED: April 7, 1987

PURPOSE: Computer Paper (Invoice Number: 85-3101)

CHECK ONE: MAIL; x, HOLD FOR PAYEE; __, RETURN TO REQUESTOR; __

### ACCOUNTS

____GENERAL ACCOUNT (200) ____VENDING COMM. ACCOUNT (600)
____SCHOLARSHIP ACCOUNT (300) ____REGIONAL ACT. ACCOUNT (700)
____PHYSICAL PLANT ACCT. (400) ____STUDENT LOAN ACCOUNT (800)
____AGENCY ACCOUNT (500)

SUBSIDIARY ACCOUNT TITLE AND NUMBER: Apticom Grant: 105-30-1313-01053

EXPENDITURE REQUESTED BY: Audrey D. Jordan

EXPENDITURE APPROVED BY: Audrey D. Jordan
Signature of Dean/President

**********

BUSINESS OFFFICE USE ONLY

Business Office Approval: _____
Business Mgr./Dean of F & A Services

Check Receive By: _____ Date: _____

Check Date: _____ Check Number: _____

**********

ERRORS SHOULD BE BROUGHT PROMPTLY TO OUR ATTENTION — STATE TREASURER P.O. BOX 6H, RICHMOND, VIRGINIA 23215 AND THIS CHECK RETURNED WITH STATEMENT. ENDORSED CHECKS CONSTITUTES EVIDENCE OF PAYMENT. NO FURTHER RECEIPT IS REQUIRED.

CONTRACT NUMBER | DATE P.O. PREPARED | P.O. NO.

BID OPENING DATE | BID REF./REQUISITION NO. | TERMS P.O.

AGENCY NAME/DELIVERY ADDRESS

Germanna Community College
Post Office Box 339
Locust Grove, Virginia 22508

CUSTOMER ACCOUNT NO

PAGE 1 of 1

MUST BE DELIVERED BY | INSIDE DELIVERY ☐ YES (IF CHECKED)

VENDOR F.I.N. OR S.S. NUMBER

NAME & ADDRESS

Vocational Research Institute
1 Arch Street
Philadelphia, Penna. 19106

| VENDOR INVOICE NO | DUE DATE MO. | DAY | YR. | STATE REF. NO. OR P.O. NO. | AMOUNT PAID |
|---|---|---|---|---|---|
| 3301 | 10 | 23 | 86 | | 6117 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

VOUCHER NUMBER AND DATE: 1495 11/01/86

TOTAL AMOUNT PAID: $6117

AGENCY USE I.D. NO

PLEASE BE SURE TO INCLUDE ZIP CODE IN ALL ADDRESSES

INVOICE TO ADDRESS

VENDOR NAME | P.O. NUMBER

INTRA-AGENCY CONTACT | TELEPHONE

| ITEM NO. | COMMODITY CODE | DESCRIPTION | QUANTITY | UNIT | QUANTITY RECEIVED | QUANTITY RECEIVED |
|---|---|---|---|---|---|---|
| 1 | | Aptivon Mini System | 1 | Ea. | 6000.00 | 6000 |
| | | sy | | | | |
| 2 | | Aptivon Carrying Case | 1 | Ea. | | |
| 3 | | Printer Carrying Case | 1 | Ea. | 79.00 | 79 |
| 4 | | Printer Replacement Ribbon | 1 | Ea. | 23.60 | 23 |
| | | Freight | | | | 14 |

INTRA-INST. USE

DATE REC. ▶ | 1st RECEIVING | 2nd RECEIVING 6 117

| AUDITED TO P.O. | AUDITED TO INV. | POSTED TO STOCK REC. |
|---|---|---|
| BY | BY | BY |
| DATE 3/4 xxxx 297 | DATE 03 0 | DATE 87100 10 |

I CERTIFY THAT THE ABOVE LISTED MERCHANDISE OR SERVICE WAS RECEIVED ON THE DATE INDICATED IN GOOD CONDITION, WITH EXCEPTIONS AS NOTED HEREON.

SHIPMENT: ☐ PARTIAL ☐ COMPLETE

DATE

RECEIVED BY

rep

2215 — 6117 56

SIGNATURE | PRINT NAME | TITLE

REMARKS

[illegible] 10221-5 3301 10 23 86

43

DA-20-250

DPS/DOA-COMBO 7-RECEIVING-AGENCY ACCOUNTING/REMITTANCE-DOA

NOTICE: THE ENCLOSED CHECK IS IN PAYMENT OF INVOICES ON ACCOUNT STATED. ANY ERRORS SHOULD BE BROUGHT PROMPTLY TO OUR ATTENTION — STATE TREASURER, P.O. BOX 6H, RICHMOND, VIRGINIA 23215 AND THIS CHECK RETURNED WITH STATEMENT. ENDORSED CHECKS CONSTITUTES EVIDENCE OF PAYMENT. NO FURTHER RECEIPT IS REQUIRED.

COA

DATE P.O. PREPARED: 2/10/86

P.O. NO.: 1104

AGENCY NAME/DELIVERY ADDRESS

Germanna Community College
Post Office Box # 339
Locust Grove, Virginia 22508

BID OPENING DATE

BID REF./REQUISITION NO.

TERMS P.O.: Net 30 d

CUSTOMER ACCOUNT NO.

PAGE 1 of 1

MUST BE DELIVERED BY

INSIDE DELIVERY ☐ YES (IF CHECKED)

VENDOR F.I.N. OR S.S. NUMBER

NAME & ADDRESS

Vocational Research Institute
100 Arch Street
Philadelphia, Penna. 19103

| VENDOR INVOICE NO | DUE DATE MO. | DAY | YR. | STATE REF. NO. OR P.O. NO. | AMOUNT PAID |
|---|---|---|---|---|---|
| 3895 | 12 | 03 | 86 | | 1980 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

VOUCHER NUMBER AND DATE: 1[illegible]31 111106

TOTAL AMOUNT PAID: 1980

AGENCY USE I.D. NO.

PLEASE BE SURE TO INCLUDE ZIP CODE IN ALL ADDRESSES

INVOICE TO ADDRESS

Germanna Community College
Post Office Box # 339
Locust Grove, Virginia 22508
Attn: C. Harley

VENDOR NAME: Vocational Research Inst

P.O. NUMBER: 1104

INTRA-AGENCY CONTACT: A. Jordon

TELEPHONE: Ext. 211

| ITEM NO. | COMMODITY CODE | DESCRIPTION | QUANTITY | UNIT | QUANTITY RECEIVED | QUANTITY RECEIVED |
|---|---|---|---|---|---|---|
| 1 | | Apticom Carrying Case | 1 | Ea. | 198.00 | 1980 |

INTRA-INST. USE

DATE REC. ▶ | 1st RECEIVING | 2nd RECEIVING: 1980

| AUDITED TO P.O. | AUDITED TO INV. | POSTED TO STOCK REC. |
|---|---|---|
| BY | BY | BY |
| DATE 324 [illegible] 297 | DATE 03 00 | DATE 37 106 10 |

I CERTIFY THAT THE ABOVE LISTED MERCHANDISE OR SERVICE WAS RECEIVED ON THE DATE INDICATED IN GOOD CONDITION, WITH EXCEPTIONS AS NOTED HEREON.

Rep

SHIPMENT: ☐ PARTIAL ☐ COMPLETE DATE

RECEIVED BY 2218 19800

SIGNATURE PRINT NAME TITLE

REMARKS

910608 110436 3895 12 03 86



DA-20-250

DPS/DOA-COMBO 7-RECEIVING-AGENCY ACCOUNTING/REMITTANCE-DOA

# TRAVEL EXPENSE REIMBURSEMENT VOUCHER

DEPARTMENT, INSTITUTION, OR AGENCY
GERMANNA COMMUNITY COLLEGE

PREPARE WITH INK OR TYPEWRITER. USE ADDITIONAL SHEETS WHEN NECESSARY.

SSN OR FIN: 223-04-8333

ENTER NAME AND ADDRESS OF TRAVELER

SOMERVILLE, SARAH W.
GERMANNA COMMUNITY COLLEGE
P. O. BOX 339
LOCUST GROVE VA 22508
CITY ST ZIP
VENDOR ID: SUF

I HEREBY C_ HAT EXPENSES LISTED BELOW WERE INCURRE ME ON OFFICIAL BUSINESS OF THE COMMONWEALTH OF VIRGINIA AND INCLUDE ONLY SUCH EXPENSES AS WERE NECESSARY IN THE CONDUCT OF THIS BUSINESS.

STATE EMPLOYEE? ☒ YES ☐ NO

SIGNATURE OF TRAVELER: Sarah W. Somerville

TITLE: COUNSELOR

I hereby certify that the travel undertaken in this reimbursement voucher has been reviewed and approved as necessary for the conduct of business for the Commonwealth.

Traveler's Supervisor

| 1. DATE 1987 | 2. LOCATION AT WHICH EXPENSE WAS INCURRED. POINTS BETWEEN WHICH TRAVEL WAS NECESSARY. METHOD OF TRANSPORTATION USED AND MILEAGE RATE ALLOWED. EACH DAYS EXPENSES MUST BE SHOWN SEPARATELY. | 3. MILES TRAVELED | 4. MILEAGE OR FARES | 5. AUTO EXPENSE (ITEMIZE IN SECOND COLUMN) | 6. MEALS NO | 6. MEALS AMOUNT | 7. LODGING (SHOW PULLMAN SEPARATELY) | 8. OTHER (ITEMIZE IN SECOND COLUMN) | AMOUNT |
|---|---|---|---|---|---|---|---|---|---|
| 4/30 | Holiday Inn South-Charlottesville, Va | | | | | | 46186 | | 46 86 |
| 4/30-5/1 | Travel by Personal Car | 140 | ~~23122~~ | 29.40 | | | | | 29. 40 |
| 4/30-5/1 | Meals | | | | 4 | 34.12 | | | 34 12 |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| I certify, all computations are correct and that all necessary and required receipts are attached (Initial) | TOTALS | 140 | | 29.40 | 4 | 34.12 | 46.86 | | 110 88 |

VOUCHER NUMBER | DATE (MM/DD/YY)

PURPOSE OF TRIP

X CONFERENCE
___ ATHLETICS
___ RECRUITMENT
___ PRESENTATION
___ INVESTIGATIONS
___ EDUCATION
___ EXTRADITIONS
___ FIELD WORK
___ OTHER (EXPLAIN)

| | |
|---|---|
| TOTAL SHEET 2 | |
| TOTAL SHEET 3 | |
| GRAND TOTAL | 110 88 |
| AMOUNT ADVANCED | 93 00 |
| Payment/(Due To Agency) | 17 88 |

| TRANS | AGENCY | GLA | FUND | DET | FFY | PROGRAM | SUB | ELE | OBJECT | REVENUE SOURCE | AMOUNT | PROJECT | TK | PH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | |

| COST CODE | FIPS | PSD | AGENCY REFERENCE | INVOICE DATE | INVOICE NUMBER | DUE DATE MM | DD | YY | REFERENCE DOC NUMBER | SX |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |

| DESCRIPTION | CURRENT DOCUMENT NUMBER | SX | SUBSIDIARY ACCOUNT | MULTI-PURPOSE | CHECK IF EXPENDITURE DISTRIBUTION CONTINUATION SHEETS ARE ATTACHED |
|---|---|---|---|---|---|
| | 45 | | | | |

TRAVELER'S COPY